DOCUMENT RESUME

ED 250 410 UD 023 850

TITLE	Arkansas Department of Education: 1983 Evaluation Report, Chapter 1, ECIA.
INSTITUTION	Arkansas State Dept. of Education, Little Rock. Div. of Federal Programs.
PUB DATE	84
NOTE	43p.
PUB TYPE	Statistical Data (110) -- Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Achievement Gains; *Compensatory Education; *Disadvantaged; Elementary Secondary Education; Expenditures; *Federal Aid; Institutionalized Persons; *Participant Characteristics; *Program Effectiveness; Program Evaluation; School Districts
IDENTIFIERS	*Arkansas; *Education Consolidation Improvement Act Chapter 1

ABSTRACT

This report evaluates education programs within the jurisdiction of the Arkansas Board of Education which received funds under Chapter 1 of the Education Consolidation and Improvement Act (ECIA) of 1981. In addition to fulfilling legal requirements, the report serves as a critique of the effectiveness of program management and leadership at local, State and Federal levels. Although there is some textual discussion, most of the information is contained within 31 statistical tables organized under four main headings: program description; program management; evidence of effectiveness of Chapter I programs; and neglected or delinquent and adult correctional institutions. Data are given on participants (by race and grade level), achievement gains, staff personnel, and distribution of expenditures. (KH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Elizabeth R. Gaston

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ARKANSAS DEPARTMENT OF EDUCATION

1983 EVALUATION REPORT

CHAPTER 1, ECIA

Don R. Roberts
Director, General Education

R. A. Carpenter
Associate Director for Federal Programs

Elizabeth R. Gaston
Chapter 1 Coordinator

Prepared by: Chapter 1, ECIA, Program Staff

Coordinated by: Bob Kerr

Specialities by: Virginia Clark & Patsy Hammond

In keeping with guidelines on Title VI, Section 601, Civil Rights Act of 1964; Title IX, Section 901, Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, the Arkansas Department of Education assures that no person in the United States shall, on the basis of race, color, national origin, sex or handicap be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

The activity which is the subject of this report was supported by funds from Chapter 1 of the Education Consolidation and Improvement Act administered by U. S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Department of Education, and no official endorsement by the U. S. Department of Education should be intended.

TABLE OF CONTENTS

	PAGE
Title Page	i
Table of Contents	ii
Tables	iii
Foreword	vi
PROGRAM DESCRIPTION	1
Locale	1
Background Information	1
Description of Program Variables	2
Institutional and/or Personnel Variables	2
Institutions	2
Students	4
Teaching and Supportive Personnel	8
Projects	9
Instructional Projects	9
PROGRAM MANAGEMENT	10
State Education Agency Personnel	10
Program Costs	10
Instructional Projects	13
Pupil Support Services	13
Project Support Services	13
EVIDENCE OF EFFECTIVENESS OF CHAPTER 1 PROGRAMS	13
Achievement Gains	13
Findings on Reading Achievement	17
Findings on Mathematics Achievement	22
Findings on Language Arts Achievement	27
NEGLECTED OR DELINQUENT AND ADULT CORRECTIONAL INSTITUTIONS	28

TABLES

		PAGE
1.	The Frequency of Local Education Agencies in the State by Size	2
2.	The Number and Percent Participating in Chapter 1 Programs	3
3.	The Total Number and the Number of Chapter 1 Arkansas Public and Non-Public Schools With Their Enrollment by Level of School	3
4.	The Distribution of Students in the Arkansas Public Schools by Grade Level and Race	4
5.	The Distribution of Students in the Chapter 1 Programs During the Regular Term by Grade Level and by Race	5
6.	The Distribution of Students in the Chapter 1 Programs During the Summer Term by Grade Level and by Race	6
7	The Frequency of Latin American, American Indian, and Oriental Students in Arkansas Schools and in Chapter 1 Programs	7
8.	A Comparision of the Number and Percent of Low-Income Students in Arkansas Schools With the Number and Percent of Low-Income Students Participating in Chapter 1 Programs	7
9.	The Frequency and Cost of Various Kinds of Staff Members Employed in Chapter 1 Programs - Regular Term	8
10.	Instructional Projects Provided by Staff and Chapter 1 Students Involved	9
11.	An Analysis of the Distribution of Chapter 1 Total Expenditures by Program Category, 1982-83	10
12.	An Analysis of Costs of Instructional Projects, 1982-83	11
13.	An Analysis of Costs of Pupil Services for 1982-83	12
14.	An Analysis of Costs of Project Support Services for 1982-83	12
15.	The NCE Gain Made on Various Reading Tests by Chapter 1 Students Participating in the Code 156 - Reading Project - Fall - Spring Test Cycle	14

PAGE

16. The NCE Gain Made on Various Reading Tests by Chapter 1 Students Participating in the Code 156 - Reading Project - Spring - Spring Test Cycle 15

17. The NCE Gain Made on Various Reading Tests by Chapter 1 Students Participating in Code 151 - Basic Skills Project - Reading - Fall - Spring Test Cycle 16

18. The NCE Gain Made on Various Reading Tests by Chapter 1 Students Participating in Code 151 - Basic Skills Project - Reading - Spring - Spring Test Cycle 17

19. The NCE Gain Made on Various Mathematics Tests by Chapter 1 Students Participating in Code 157 - Mathematics Project - Fall - Spring Test Cycle 18

20. The NCE Gain Made on Various Mathematics Tests by Chapter 1 Students Participating in Code 157 - Mathematics Project - Spring - Spring Test Cycle 19

21. The NCE Gain Made on Various Mathematics Tests by Chapter 1 Students Participating in Code 151 - Basic Skills Project - Math - Fall - Spring Test Cycle 20

22. The NCE Gain Made on Various Mathematics Tests by Chapter 1 Students Participating in Code 151 - Basic Skills Project - Math - Spring - Spring Test Cycle 21

23. The NCE Gain Made on Various Language Arts Tests by Chapter 1 Students Participating in Code 153 - Language Arts Project - Fall - Spring Test Cycle 23

24. The NCE Gain Made on Various Language Arts Tests by Chapter 1 Students Participating in Code 153 - Language Arts Project - Spring - Spring Test Cycle 24

25. The NCE Gain Made on Various Language Arts Tests by Chapter 1 Students Participating in Code 151 - Basic Skills Project - Language Arts - Fall - Spring Test Cycle 25

26. The NCE Gain Made on Various Language Arts Tests by Chapter 1 Students Participating in Code 151 - Basic Skills Project - Language Arts - Spring - Spring Test Cycle 26

27. The Distribution of Neglected or Delinquent Students in all Arkansas School Institution Programs and in Chapter 1 Programs by Instructional Level 29

PAGE

28. Project Personnel Involved in Chapter 1 Projects in State Institutions for Neglected or Delinquent Youth 30

29. An Analysis of the Total Distribution of Chapter 1 Expenditures for all State Institutions, 1981-82 31

30. The Achievement Gain Made by State Institution Chapter 1 Students in Reading 31

31. The Achievement Gain Made by State Institution Chapter 1 Students in Mathematics 32

FOREWORD

Chapter 1 of Education Consolidation and Improvement Act of 1981 as amended, provides financial assistance to local educational agencies (LEAs) serving areas with concentrations of children from low-income families to expand and improve their educational programs which contribute particularly to meeting the special educational needs of educationally deprived children. Title 64, CFR 116a.56 requires the State Educational Agency (SEA) to submit to the United States Secretary of Education, following the close of each fiscal year, an annual performance report on the numbers of participants in Chapter 1 by services received and by grades served in both public and nonpublic schools. Also, the SEA must submit a biennial report on achievement in Chapter 1 projects as computed under prescribed evaluation models. With the passage of the Education Consolidation and Improvement Act (ECIA) of 1981, Title I of ESEA became Chapter 1 of ECIA and the legal requirements for evaluation reporting are not so well defined. However, Arkansas has asked the LEA's to continue submitting data each year. The SEA has continued to supply Department of Education with evaluation data each year. In addition to fulfilling legal requirements, this report serves as an annual critique of the effectiveness of program management and leadership at local, State and Federal levels.

Evaluation Model A_1 is used to compute the achievement gains for reading, mathematics and language arts projects for grades two through twelve.

PROGRAM DESCRIPTION

Locale

Arkansas is located in the south central part of the United States and consists geographically of a plains area in the south and east and a mountain area in the north and west. In size, it stands 26th among the states, with an area of 53,255 square miles. Of these, approximately 600,000 acres are lakes with 9,740 miles of streams. Elevation ranges from 54 feet to 2,753 feet above sea level with an approximate mean altitude of 650 feet. The state also has one national park, one national river, two national forests, and 23 state parks.

According to the 1980 U. S. Census, the state population was 2,286,435. Approximately 16% of the population is black. The major cities are Little Rock, North Little Rock, Fort Smith, Pine Bluff, and Hot Springs.

The public school population is 433,579 located in 370 school districts. There are 113 private schools with 14,161 population, according to statistics reported to the SEA. Arkansas has 23 colleges and universities or branches of universities and six community colleges. Median number of school years completed by residents 25 years of age and older is 12.2 years, according to the 1980 Census.

The Department of Education is a major agency of state government. The chief state school officer holds the title of Director, General Education, is selected by the State Board of Education subject to confirmation by the Governor, and serves at the pleasure of the Governor. Chapter 1 is located in the Federal Programs Division within the Department. It was established in the fall of 1965.

Background Information

ECIA of 1981 provides Chapter 1 funds for local school systems serving areas with high concentrations of children from low-income families. Chapter 1 funds are used to design and implement programs to meet the special education needs of educationally deprived children.

Federal legislation established the formula for allocating funds to county units within a state. The division of funds is determined by the U. S. Office of Education on the basis of a mathematical formula. State departments of education are provided with Federal regulations to guide them in making subcounty allocations to LEAs within a county.

Planning, implementation, and evaluation of Chapter 1 programs are the responsibilities of the local school districts. Assurances are given by LEAs that parents of participants and teachers will be consulted on the design and implementation of the Chapter 1 program. Determination of school sites to be served by Chapter 1 is one of the first steps performed in designing a Chapter 1 program and is based on the number of children from low-income families at each school site. The areas to be served are considered so that they are not so large that they dilute the effectiveness of the program for the local district.

After selecting the school site(s) to be served, the local school system must determine the educational needs of children within that area based on a system which priortized needs. Those needs are used to plan and implement the programs and are those which cannot be met through regular school programs or other programs. Chapter 1 resources should be concentrated on children identified as most in need of special educational assistance. Chapter 1 projects and services are based on educational deprivation and are not restricted to children from low-income families. Private schools are offered services for children who reside in the identified attendance areas and meet an established criteria for indentifying educational deprivation.

The state educational agency is required by Chapter 1 regulations to make an annual evaluation report on the effectiveness of Chapter 1 programs under its jurisdiction. The purpose of this report is not only to meet the legal requirements but also to provide the Arkansas SEA with a comprehensive review of its total state program so that information can be available with which to make more effective decisions.

Description of Program Variables

The program variables in Chapter 1 consist of the institutions and personnel involved and the program components that were implemented and operated including their concomitant costs and management. These variables for the Arkansas Chapter 1 program will be described in the sections to follow.

Institutional and/or Personnel Variables

The institutional and/or personnel variables in the Chapter 1 programs are the institutions, students, LEA Chapter 1 staff, parents and SEA personnel.

Institutions: Tables 1 through 4 contain information concerning the total number of Arkansas LEAs and their enrollments and compare this data with the number of LEAs with corresponding enrollments participating in Chapter 1 programs.

TABLE 1: THE FREQUENCY OF LOCAL EDUCATION AGENCIES IN THE STATE BY SIZE

ENROLLMENT OF LEA	NUMBER	PERCENT
Less than 100	3	.81
101 - 200	28	7.57
201 - 500	126	34.05
501 - 1,000	108	29.19
1,001 - 2,000	57	15.41
2,001 - 5,000	36	9.73
5,001 - 10,000	9	2.43
Over 10,000	3	.81
TOTAL	370	100.00

TABLE 2: THE NUMBER AND PERCENT PARTICIPATING IN CHAPTER 1 PROGRAMS

EXTEND OF PARTICIPATION	NUMBER	PERCENT
Regular Term Only	355	95.95
No Chapter 1 Program	3	.81
Regular and Summer Terms	12	3.24
TOTAL	370	100.00

TABLE 3: THE TOTAL NUMBER AND THE NUMBER OF CHAPTER 1 ARKANSAS PUBLIC AND NON-PUBLIC SCHOOLS WITH THEIR ENROLLMENT BY LEVEL OF SCHOOL

LEVEL OF SCHOOL	PUBLIC SCHOOLS NUMBER	PUBLIC SCHOOLS ENROLLMENT	NON-PUBLIC NUMBER	NON-PUBLIC ENROLLMENT	TOTAL NUMBER	TOTAL ENROLLMENT
High School						
Chapter 1	140	47,622	1	550	141	48,172
Total	379	130,969	20	2,825	399	133,794
Junior High						
Chapter 1	67	30,661	5	677	72	31,338
Total	103	50,827	26	2,026	129	52,853
Middle						
Chapter 1	65	27,481	1	174	66	27,655
Total	71	31,806	2	297	73	32,103
Elementary						
Chapter 1	582	191,343	26	3,948	608	195,291
Total	644	219,977	65	9,013	709	228,990
Total						
Chapter 1	854	297,107	33	5,349	887	302,456
Total	1,197	433,579	113	14,161	1,310	447,740

Summary

71 percent of all school districts in Arkansas have enrollments of 1,000 or less
99 percent of all LEAs participated in Chapter 1
91 percent of all the Arkansas schools are public schools
96 percent of all the Arkansas Chapter 1 schools are public schools
68 percent of all schools participated in Chapter 1
68 percent of all students are enrolled in Chapter 1 designated schools
71 percent of public schools participated in Chapter 1
29 percent of non-public schools participated in Chapter 1

69 percent of public school students are enrolled in Chapter 1 designated schools
38 percent of non-public school students are enrolled in Chapter 1 designated schools

Students: Information concerning the students enrolled in Arkansas schools and in Chapter 1 programs are presented in Tables 4 through 8. The racial composition and grade level distribution is used to describe the students. A summary of the significant findings is presented. Information about the number of students enrolled in each project is found in the achievement gains section of this report.

TABLE 4: THE DISTRIBUTION OF STUDENTS IN THE ARKANSAS PUBLIC SCHOOLS BY GRADE LEVEL AND RACE

GRADE LEVEL	WHITE		BLACK		OTHER		TOTAL	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
Pre K	20	100	0	0	0	.00	20	100.00
K	22,286	72.91	8,074	26.41	207	.68	30,567	100.00
1	25,231	72.49	9,234	26.53	340	.98	34,805	100.00
2	24,353	73.93	8,259	25.07	331	1.00	32,943	100.00
3	24,849	74.99	7,957	24.01	330	1.00	33,136	100.00
4	24,723	74.76	8,027	24.27	319	.97	33,069	100.00
5	26,184	76.43	7,739	22.59	336	.98	34,259	100.00
6	27,670	76.99	7,978	22.20	290	.81	35,938	100.00
7	28,294	77.83	7,779	21.40	279	.77	36,352	100.00
8	27,198	77.92	7,417	21.25	291	.83	34,906	100.00
9	26,068	76.89	7,583	22.37	253	.74	33,904	100.00
10	24,921	75.41	7,839	23.72	286	.87	33,046	100.00
11	23,469	76.25	7,073	22.98	237	.77	30,779	100.00
12	22,908	76.73	6,699	22.44	248	.83	29,855	100.00
TOTAL	328,174	75.69	101,658	23.45	3,747	.86	433,579	100.00
DROP-OUTS	2,805	65.40	1,454	33.90	30	.70	4,289	100.00

TABLE 5: THE DISTRIBUTION OF STUDENTS IN THE CHAPTER 1 PROGRAMS DURING THE REGULAR TERM BY GRADE LEVEL AND BY RACE

GRADE LEVEL	WHITE NUMBER	WHITE PERCENT	BLACK NUMBER	BLACK PERCENT	OTHER NUMBER	OTHER PERCENT	TOTAL NUMBER	TOTAL PERCENT
Pre K	0	0	0	0	0	0	0	0
K	1,545	50.29	1,502	48.89	25	.82	3,072	100.00
1	3,532	55.78	2,768	43.71	32	.51	6,332	100.00
2	6,238	62.96	3,586	36.19	84	.85	9,908	100.00
3	5,715	62.36	3,359	36.66	90	.98	9,164	100.00
4	5,382	61.32	3,319	37.81	76	.87	8,777	100.00
5	5,144	63.84	2,830	35.12	84	1.04	8,058	100.00
6	4,340	62.71	2,531	36.57	50	.72	6,921	100.00
7	3,380	59.90	2,195	38.90	68	1.20	5,643	100.00
8	2,230	55.75	1,734	43.35	36	.90	4,000	100.00
9	828	44.49	1,014	54.49	19	1.02	1,861	100.00
10	486	35.66	870	63.83	7	.51	1,363	100.00
11	278	32.21	577	66.86	8	.93	863	100.00
12	173	26.91	466	72.47	4	.62	643	100.00
TOTAL	39,271	58.96	26,751	40.16	583	.88	66,605	100.00
DROP-OUTS	383	44.07	484	55.70	2	.23	869	100.00

TABLE 6: THE DISTRIBUTION OF STUDENTS IN THE CHAPTER 1 PROGRAMS DURING THE SUMMER TERM BY GRADE LEVEL AND BY RACE

GRADE	PUBLIC SCHOOL PARTICIPANTS								NON-PUBLIC SCHOOL PARTICIPANTS					
	WHITE		BLACK		OTHER		TOTAL		WHITE		BLACK		TOTAL	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
Pre K	0	0.00	0	0.00	0	0.00	0	100.00	0	0.00	0	0.00	0	0.00
K	2	100.00	0	0.00	0	0.00	2	100.00	0	0.00	0	0.00	0	0.00
1	43	36.75	72	61.54	2	1.71	117	100.00	0	0.00	0	0.00	0	0.00
2	28	25.00	84	75.00	0	0.00	112	100.00	0	0.00	0	0.00	0	0.00
3	42	34.43	80	65.57	0	0.00	122	100.00	0	0.00	0	0.00	0	0.00
4	39	26.71	106	72.60	1	.69	146	100.00	0	0.00	0	0.00	0	0.00
5	29	26.61	80	73.39	0	0.00	109	100.00	0	0.00	0	0.00	0	0.00
6	23	25.84	66	74.16	0	0.00	89	100.00	0	0.00	0	0.00	0	0.00
7	76	49.35	78	50.65	0	0.00	154	100.00	0	0.00	0	0.00	0	0.00
8	70	53.43	59	45.04	2	1.53	131	100.00	0	0.00	0	0.00	0	0.00
9	198	61.30	125	38.70	0	0.00	323	100.00	1	100.00	0	0.00	1	100.00
10	190	48.22	203	51.52	1	.26	394	100.00	0	0.00	0	0.00	0	0.00
11	161	46.13	187	53.58	1	.29	349	100.00	1	100.00	0	0.00	1	100.00
12	52	45.61	62	54.39	0	0.00	114	100.00	0	0.00	0	0.00	0	0.00
TOTAL	953	44.08	1,202	55.60	7	.32	2,162	100.00	2	100.00	0	0.00	2	100.00

TABLE 7: THE FREQUENCY OF LATIN AMERICAN, AMERICAN INDIAN, AND ORIENTAL STUDENTS IN ARKANSAS SCHOOLS AND IN CHAPTER 1 PROGRAMS

NATIONALITY	ARKANSAS SCHOOLS		CHAPTER 1 PROGRAMS REGULAR TERM		SUMMER TERM	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
Latin American	985	26.29	179	30.70	5	71.43
American Indian	945	25.22	111	19.04	0	00.00
Oriental	1,817	48.49	293	50.26	2	28.57
TOTAL	3,747	100.00	583	100.00	7	100.00

TABLE 8: A COMPARISON OF THE NUMBER AND PERCENT OF LOW-INCOME STUDENTS IN ARKANSAS SCHOOLS WITH THE NUMBER AND PERCENT OF LOW-INCOME STUDENTS PARTICIPATING IN CHAPTER 1 PROGRAMS

	TOTAL NUMBER OF STUDENTS	NUMBER AND PERCENT OF LOW-INCOME STUDENTS NUMBER	PERCENT
Arkansas Schools	433,579	170,357	39.29
Chapter 1 Participants	66,605	40,813	61.28

Summary

Racial Composition

76 percent of all students in Arkansas schools are white. This is approximately the same as last year.
23 percent of all students in Arkansas schools are black. This is approximately the same as last year.
59 percent of the students participating in Chapter 1 programs are white.
40 percent of the students participating in Chapter 1 programs are black.
86 percent of all students in Arkansas schools are Latin American, American Indian or Oriental.
88 percent of the students participating in Chapter 1 programs are Latin American, American Indian or Oriental.
39 percent of all students in Arkansas schools come from low-income families. This is approximately the same as last year.
61 percent of students in Chapter 1 regular term programs come from low-income families. This it two percent less than last year.

Grade Level

79 percent of students in Chapter 1 programs are enrolled in elementary grades (K-6). This is two percent greater than last year.

17 percent of students in Chapter 1 programs are enrolled in junior high schools (7-9). This is two percent less than last year.
4 percent of students in Chapter 1 programs are enrolled in senior high schools (10-12). This is one percent less students than were involved in high school programs last year.
15 percent of all Arkansas students are enrolled in Chapter 1 programs. This is one percent less than last year.

Teaching and Supportive Personnel: Information about the various types of personnel involved in Chapter 1 programs and their costs are found in Table 9.

TABLE 9: THE FREQUENCY AND COST OF VARIOUS KINDS OF STAFF MEMBERS EMPLOYED IN CHAPTER 1 PROGRAMS - REGULAR TERM

JOB CLASSIFICATION	NUMBER OF FULL TIME EQUIVALENTS	PERCENT	TOTAL COST
Basic Skills Teacher	231.35	8.18	$3,229,393.96
Language Arts Teacher	39.82	1.41	589,914.86
Early Childhood Teacher	24.82	.88	350,525.92
Reading Teacher	564.94	19.96	8,094,921.56
Math Teacher	177.35	6.27	2,462,215.90
Non-Public Teacher	5.17	.18	86,486.22
Other Teacher	7.00	.25	101,941.78
Chapter 1 Coordinator	64.52	2.28	1,288,714.20
Subject Area Supervisor	29.27	1.03	601,199.96
Media Specialist	.50	.02	11,533.00
Guidance Counselor	9.21	.32	134,795.79
Social Worker	23.68	.84	232,585.01
Teacher Aide	1,576.50	55.71	8,[illegible]71,462.34
Bookkeeper	11.69	.41	120,720.67
Administrative Clerk	30.00	1.06	267,458.72
Instructional Clerk	21.87	.77	144,334.62
Parent Coordinator	12.11	.43	152,149.57
TOTAL	2,829.80	100.00	$26,040,354.08

Summary

2,648.82 or 93.60 percent of Chapter 1 staff are instructional personnel.
135.48 or 4.79 percent of Chapter 1 staff are administrative personnel.
45.50 or 1.61 percent of Chapter 1 staff are pupil support personnel.
23,231,197.16 or 89.21 percent of Chapter 1 staff salaries went to instructional personnel.
2,278,093.55 or 8.75 percent of Chapter 1 staff salaries went to administrative personnel.
531,063.37 or 2.04 percent of Chapter 1 staff salaries went to support personnel.

Projects

A variety of projects were implemented and operated in the Chapter 1 programs throughout the State of Arkansas. The major projects, described in Tables 10-11, are: Instructional Projects, Pupil Support Services, and In-Service Training.

Instructional Projects: Table 10 presents information concerning the specific types of Chapter 1 instructional projects offered by the schools.

TABLE 10: INSTRUCTIONAL PROJECTS PROVIDED BY STAFF AND CHAPTER 1 STUDENTS INVOLVED

	INSTRUCTIONAL PROJECTS BY STAFF	STUDENTS INVOLVED IN PROJECTS	
INSTRUCTIONAL PROJECTS	FTE	NUMBER	PERCENT
151 - Basic Skills	906.76	22,848	29.35
153 - Language Arts	72.63	2,437	3.13
155 - Early Childhood	303.60	5,269	6.77
156 - Reading	1,064.45	34,976	44.93
157 - Mathematics	287.21	11,704	15.04
159 - Other Compensatory Education	7.00	183	.23
370 - Non-Public	13.97	427	.55
TOTAL	2,655.62	77,844	100.00

Summary

The single largest Chapter 1 instructional project is reading, which has approximately 40 percent of all Chapter 1 students with a teacher/student ratio of 1:33. According to the staff and the number of students that are involved, the second largest Chapter 1 instructional project is basic skills with a teacher/student ratio of 1:25 and early childhood is the third largest instructional project with a teacher/student ratio of 1:17.

Approximately 92.45 percent of the students are involved in the following instructional projects: reading, mathematics, language arts, and basic skills.

PROGRAM MANAGEMENT

State Education Agency Personnel

The responsibility for the overall administration in the Chapter 1, ECIA program rests with the State Education Agency. All the supervisory personnel had master degrees. The section also supervised the State Agency programs on institutions for neglected and delinquent children.

Program Costs

No comprehensive evaluation of a state's Chapter 1 program is possible without taking into consideration the priorities demonstrated by an analysis of the expenditures of the local education agencies. Although factors other than the philosophy of education may affect the actual use of funds, the total for the state must be taken as a reflection of priority of action by locals and the State Education Agency. Tables 11 through 14 provide information on the amounts of money expended for various Chapter 1 categories and/or projects. A summary of the findings is presented after the tables.

TABLE 11: AN ANALYSIS OF THE DISTRIBUTION OF CHAPTER 1 TOTAL EXPENDITURES BY PROGRAM CATEGORY, 1982-83

PROGRAM CATEGORY	AMOUNT	PERCENT	FTE
Instructional Services	$29,177,637.97	82.801	2641.65
Pupil Support Services	517,390.61	1.468	32.89
Educational Needs	338,057.62	.959	-0-
Administration	2,271,508.15	6.446	106.21
Improvement of Instruction	1,003,642.54	2.848	35.08
Planning and Evaluation	30,887.97	.088	-0-
Operation and Maintenance of Plant	593,248.05	1.684	-0-
Nonpublic School Services	180,679.28	.513	13.97
Facilities Acquisition	1,083.89	.003	-0-
Indirect Cost	1,124,092.06	3.190	-0-
TOTAL	$35,238,228.14	100.000	2829.80

NOTE: Those few schools having summer school costs for Administration and Program Support are figured in these totals since they were included in the approval of the project.

TABLE 12: AN ANALYSIS OF COSTS OF INSTRUCTIONAL PROJECTS, 1982-83

REGULAR TERM

INSTRUCTIONAL PROJECT	TOTAL PARTICIPANTS	TOTAL COST OF PROJECTS	PER PUPIL COST
Reading	34,976	$13,682,160.93	391.19
Mathematics	11,704	4,102,295.36	350.50
Basic Skills	22,848	8,182,329.22	358.12
Early Childhood	5,269	2,132,049.75	404.64
Language Arts	2,437	983,358.05	403.51
Other Compensatory Education*	183	95,444.66	521.56
TOTAL	77,417	$29, 177,637.97	376.89

*These are dropout programs in the regular term

SUMMER TERM

INSTRUCTIONAL PROJECT	TOTAL PARTICIPANTS	TOTAL COST OF PROJECTS	PER PUPIL COST
Reading	396	$57,599	145.45
Mathematics	425	34,544	81.28
Basic Skills	703	35,153	50.00
Early Childhood	22	2,332	106.00
Language Arts	257	19,899	77.43
Other Compensatory Education*	904	81,387	90.03
TOTAL	2,707	$230,914	85.30

*Compensatory Education includes Social Sciences and Physical Sciences courses

TABLE 13: AN ANALYSIS OF COSTS OF PUPIL SERVICES FOR 1982-83

PUPIL SUPPORT SERVICE	TOTAL COST PUPIL SUPPORT SERVICES	PERCENT
Health Services	$ 12,224.46	1.15
Social Services	293,910.40	27.54
Guidance Counseling	172,496.48	16.17
Pupil Transportation	12,460.05	1.17
Welfare Activities	25,149.41	2.36
Food Services	1,149.81	.11
Planning and Evaluation	30,887.97	2.89
Educational Media	338,057.62	31.68
Nonpublic School Pupils	180,679.28	16.93
TOTAL	$ 1,067,015.48	100.00

TABLE 14: AN ANALYSIS OF COSTS OF PROJECT SUPPORT SERVICES FOR 1982-83

PROJECT SUPPORT SERVICE	TOTAL COST PROJECT SUPPORT SERVICES	PERCENT
Administration	$2,168,396.40	43.42
Operation and Maintenance of Plant	593,248.05	11.88
Fiscal	103,111.75	2.07
Improvement of Instruction	1,003,642.54	20.10
Indirect Cost	1,124,092.06	22.51
Facilities Acquisition	1,083.89	.02
TOTAL	4,993,574.69	100.00

Summary

Total Expenditures

82.80 percent of all Chapter 1 monies were spent on instructional services.
.66 percent of the monies received for Chapter 1 programs were used in the summer school for instructional projects.
$376.89 was the average per pupil expenditure during the regular term under instructional projects.
$85.30 was the average per pupil expenditure for the summer program under instructional projects.

Instructional Projects

46.89 percent of the Chapter 1 instructional costs were spent on reading.

367.04 was the per pupil cost for all instructional projects.

Pupil Support Services

27.54 percent of monies spent on pupil support were spent on social services.
44.86 percent of all monies spent on pupil support were spent on health services, social services, and guidance counseling.

Project Support Services

20.10 percent of the project support monies were spent on improvement of instruction.
22.51 percent of the total monies spent on project support were spent in indirect cost.
43.42 percent of the monies spent on project support were spent on administrative services.
.02 percent of the monies spent on project support were spent on facilities acquisition.

EVIDENCE OF EFFECTIVENESS OF CHAPTER 1 PROGRAMS

The effectiveness of the Chapter 1 program was measured by collecting information on the gains that Chapter 1 students made on standardized tests.

Achievement Gains

Each participating LEA submitted pre and post test scores on students enrolled in Chapter 1 programs in the instructional areas of Code 156 - Reading, 157 - Mathematics, 153 - Language Arts, and 151 - Basic Skills. The types of test scores submitted for each of these projects is shown below.

PROJECT	TYPE OF TEST SCORE
151 - Basic Skills	Reading, Mathematics, Language Arts
153 - Language Arts	Language Arts
156 - Reading	Reading
157 - Mathematics	Mathematics

The local school districts were asked to submit the achievement test data forms which were adapted from those developed by RMC Research Corporation, Los Altos, California, for the U. S. Office of Education. The forms required the LEA to specify the tests used, dates of pre and post tests, and the students' test scores. In addition, the students' scores were converted from raw scores to standard scores, from standard scores to percentile scores, and then from percentile scores to normal curve equivalent (NCE) scores. Where normal curve equivalent scores were available from the test publishers, the conversions were not necessary.

Prior to the tabulation and summarizations of the test data, each LEA test data report was reviewed for accuracy. The largest single project for the past several years has continued to be reading.

After the evaluation report for each school district was reviewed, the overall or total mean pretest and posttest NCE scores were calculated for all useable test scores for each grade level. The main achievement gain or loss for each grade level was then computed by subtracting the mean pretest NCE score from the mean posttest NCE score.

Tables 15 through 18 present a separate analysis of the reading achievement in Code 156 - Reading, and 151 - Basic Skills projects.

TABLE 15 : THE NCE GAIN MADE ON VARIOUS READING TESTS BY CHAPTER 1 STUDENTS PARTICIPATING IN THE CODE 156 - READING PROJECT

FALL - TO - SPRING TEST CYCLE

GRADE LEVEL	PARTICIPANTS	NUMBERS TAKING TEST	PRETEST NCE MEAN	POSTTEST NCE MEAN	MEAN NCE GAIN
2	3,471	2,777	35.13	44.21	9.08
3	2,887	2,319	31.27	39.23	7.96
4	2,627	2,161	30.78	36.80	6.02
5	2,508	2,071	33.24	40.06	6.82
6	2,197	1,833	33.57	36.17	2.60
7	2,284	1,846	34.35	38.28	3.93
8	1,495	1,157	30.19	31.68	1.49
9	635	428	26.39	30.08	3.69
10	415	233	23.26	27.28	4.02
11	255	120	27.14	27.35	.21
12	234	118	34.69	37.00	2.31
TOTAL	18,998	15,063	30.91	35.29	4.38

NOTE: A number of students were involved in reading projects under a different project code, such as tutoring project for dropouts and readiness skills. These were not included in the analysis.

TABLE 16: THE NCE GAIN MADE ON VARIOUS READING TESTS BY CHAPTER 1 STULENTS PARTICIPATING IN THE CODE 156 - READING PROJECT

SPRING - TO - SPRING TEST CYCLE

GRADE LEVEL	PARTICIPANTS	NUMBERS TAKING TEST	PRETEST NCE MEAN	POSTTEST NCE MEAN	MEAN NCE GAIN
2	3,312	2,434	36.48	38.15	1.67
3	2,530	1,782	32.53	35.63	3.10
4	2,383	1,789	32.31	35.33	3.02
5	2,206	1,706	31.29	37.44	6.15
6	1,898	1,420	31.96	33.09	1.13
7	1,221	952	28.44	30.75	2.31
8	837	527	29.90	30.41	.51
9	287	223	30.78	35.12	4.34
10	371	269	24.81	32.57	7.76
11	280	158	28.30	29.46	1.16
12	137	78	27.33	26.10	-1.23
TOTAL	15,462	11,338	30.38	33.10	2.72

NOTE: See Footnote under Table 15 for a further explanation of why some students were not included in the analysis.

TABLE 17: THE NCE GAIN MADE ON VARIOUS READING TESTS BY CHAPTER 1 STUDENTS PARTICIPATING IN CODE 151 - BASIC SKILLS PROJECT - READING

FALL - TO - SPRING TEST CYCLE

GRADE LEVEL	PARTICIPANTS	NUMBERS TAKING TEST	PRETEST NCE MEAN	POSTTEST NCE MEAN	MEAN NCE GAIN
2	1,930	1,463	32.35	37.25	4.90
3	1,778	1,465	30.20	35.98	5.78
4	1,766	1,383	32.08	37.61	5.53
5	1,249	1,019	32.64	37.17	4.53
6	973	781	34.62	35.75	1.13
7	387	329	33.93	36.98	3.05
8	214	167	32.56	33.49	.93
9	218	188	26.87	29.86	2.99
10	38	37	13.22	17.97	4.75
11	24	24	15.21	18.08	2.87
12	3	3	33.00	36.00	3.00
TOTAL	8,580	6,859	28.79	32.38	3.59

NOTE: Basic Skills included reading, math, and language arts.

TABLE 18: THE NCE GAIN MADE ON VARIOUS READING TESTS BY CHAPTER 1 STUDENTS PARTICIPATING IN CODE 151 - BASIC SKILLS PROJECT - READING

SPRING - TO - SPRING TEST CYCLE

GRADE LEVEL	PARTICIPANTS	NUMBERS TAKING TEST	PRETEST NCE MEAN	POSTTEST NCE MEAN	MEAN NCE GAIN
2	1,159	847	35.02	36.58	1.56
3	1,056	815	32.33	36.32	3.99
4	910	706	29.47	35.85	6.38
5	797	622	31.67	36.82	5.15
6	720	593	35.94	36.99	1.05
7	281	229	28.40	33.19	4.79
8	230	201	32.99	32.62	-.37
9	116	88	29.60	32.68	3.08
10	27	23	46.17	48.87	2.70
11	14	14	30.00	29.50	-.50
12	17	16	34.63	36.50	1.87
TOTAL	5,327	4,154	33.29	35.99	2.70

NOTE: Basic Skills included reading, math, and language arts.

Findings on Reading Achievement

The following findings are noted from the previous tables summarizing the data on reading achievement gain. Caution should be used in the interpretation of overall achievement gain for each project or for all projects. The most meaningful use and interpretation of NCE scores will be on a grade level basis.

1. The average NCE gain in reading made by all students in the 156 project was 3.55 points.
2. The average NCE gain in reading made by all students in the 151 project was 3.15 points.
3. The average NCE gain in reading made by all students in all projects was 3.35 points.
4. Twenty-one percent of all students' test scores analyzed in reading were enrolled in the 156 project.

5. A positive NCE gain is noted in reading at every grade level except for grade 12 when scores for all projects were analyzed.
6. When test scores were analyzed for each project, a positive gain is noted for every grade level except for grades eight and eleven in the 151 - basic skills project.
7. When test scores were analyzed for all projects, the greatest gain was made by students in grade five and the least gain was made by students in grade eight.
8. Improvement in reading achievement seemed to be the greatest in the 156 - reading project.
9. When test scores were analyzed for the 156 - reading project (where 70.56 percent of the students were enrolled), it was found that the average NCE gain for elementary students (grades two - six) was 4.76 students grades (seven - twelve) of 2.54 compared with an average NCE gain for secondary.
10. The average NCE posttest score for all students in reading was 34.19 points. This indicates that Arkansas Chapter 1 students are approximately 15.81 NCE points below the reading level of the average student in the United States. An NCE score of 50 is the average score.

Tables 19 through 22 present an analysis of mathematics achievement is Code 157 - Mathematics and 151 - Basic Skills projects.

TABLE 19: THE NCE GAIN MADE ON VARIOUS MATHEMATICS TESTS BY CHAPTER 1 STUDENTS PARTICIPATING IN CODE 157 - MATHEMATICS PROJECT

FALL - TO - SPRING TEST CYCLE

GRADE LEVEL	PARTICIPANTS	NUMBERS TAKING TEST	PRETEST NCE MEAN	POSTTEST NCE MEAN	MEAN NCE GAIN
2	590	485	36.05	45.09	9.04
3	661	535	32.72	40.75	8.03
4	798	669	31.89	40.81	8.92
5	928	744	28.98	37.01	8.03
6	1,003	842	31.94	36.10	4.16
7	778	594	34.21	40.25	6.04
8	695	505	33.24	35.59	2.35
9	188	125	30.37	37.48	7.11
10	29	24	27.21	29.57	2.36
11	22	20	22.99	29.71	6.72
12	19	15	21.27	27.93	6.66
TOTAL	5,711	4,558	30.08	36.39	6.31

NOTE: See footnote under Table 15 for a further explanation of why some students were not included in the analysis.

TABLE 20: THE NCE GAIN MADE ON VARIOUS MATHEMATICS TESTS BY CHAPTER 1 STUDENTS PARTICIPATING IN CODE 157 - MATHEMATICS PROJECT

SPRING - TO SPRING TEST CYCLE

GRADE LEVEL	PARTICIPANTS	NUMBERS TAKING TEST	PRETEST NCE MEAN	POSTTEST NCE MEAN	MEAN NCE GAIN
2	652	453	37.29	43.94	6.65
3	880	663	36.26	38.85	2.59
4	1,033	800	32.89	34.27	1.38
5	936	732	31.46	38.04	6.58
6	760	611	32.85	36.11	3.26
7	536	416	29.54	36.87	7.33
8	479	371	28.46	34.24	5.78
9	134	105	26.42	29.06	2.64
10	166	139	25.07	30.99	5.92
11	72	59	23.88	26.48	2.60
12	21	12	24.17	26.75	2.58
TOTAL	5,669	4,361	29.84	34.15	4.31

NOTE: See footnote under Table 15 for a further explanation of why some students were not included in the analysis.

TABLE 21: THE NCE GAIN MADE ON VARIOUS MATHEMATICS TESTS BY CHAPTER 1 STUDENTS PARTICIPATING IN CODE 151 - BASIC SKILLS PROJECT - MATH

FALL - TO - SPRING TEST CYCLE

GRADE LEVEL	PARTICIPANTS	NUMBERS TAKING TEST	PRETEST NCE MEAN	POSTTEST NCE MEAN	MEAN NCE GAIN
2	1,199	956	34.23	41.83	7.60
3	1,194	886	33.24	38.47	5.23
4	1,229	938	30.14	39.44	9.30
5	1,009	801	31.88	38.46	6.58
6	677	530	33.31	36.54	3.23
7	209	180	33.94	38.02	4.08
8	120	106	35.43	38.59	3.16
9	51	40	34.65	40.15	5.50
10	20	15	30.60	36.00	5.40
11	23	22	29.54	33.87	4.33
12	14	13	24.92	35.46	10.54
TOTAL	5,745	4,487	31.99	37.89	5.90

NOTE: Basic skills included reading, math, and language arts.

TABLE 22: THE NCE GAIN MADE ON VARIOUS MATHEMATICS TESTS BY CHAPTER 1 STUDENTS PARTICIPATING IN CODE 151 - BASIC SKILLS PROJECT - MATH

SPRING - TO - SPRING TEST CYCLE

GRADE LEVEL	PARTICIPANTS	NUMBERS TAKING TEST	PRETEST NCE MEAN	POSTTEST NCE MEAN	MEAN NCE GAIN
2	1,441	1,052	45.88	45.01	-.87
3	1,426	1,081	41.18	40.93	-.25
4	1,291	995	36.00	38.52	2.52
5	998	791	33.73	38.16	4.43
6	841	660	35.79	35.96	.17
7	324	231	36.68	38.71	2.03
8	234	190	31.23	32.88	1.65
9	284	203	36.31	38.39	2.08
10	58	52	36.87	38.35	1.48
11	30	24	34.83	35.87	1.04
12	20	20	36.30	37.25	.95
TOTAL	6,947	5,299	36.80	38.18	1.38

NOTE: Basic skills included reading, math, and language arts.

Findings on Mathematics Achievements

The following findings are noted from the previous tables summarizing the data on mathematics achievement gain. Caution should be used in the interpretation of overall achievement gain for each project or for all projects. The most meaningful use and interpretation of NCE scores will be on a grade level basis.

1. The average NCE gain in mathematics made by all students in the 157 project was 5.31 points.
2. The average NCE gain in mathematics made by all students in the 151 project was 3.64 points.
3. The average NCE gain in mathematics made by all students in all projects was 4.48.
4. Forty-eight percent of all students' test scores analyzed in mathematics were enrolled in the 157 project.
5. A positive NCE gain was noted in mathematics at every grade level when scores for all projects were analyzed.
6. When test scores were analyzed for each project, a positive gain is noted for every grade level except for grade two and three in the 151 - Basic Skills project.
7. When test scores were analyzed for all projects, the greatest gain was made by students in grade five and the least gain was made by students in in grade six.
8. Improvement in mathematics achievement seemed to be the greatest in the 157 - Mathematics project.
9. When test scores were analyzed for the 157 - Mathematics project (where 47.68 percent of the students were enrolled), it was found that the average NCE gain for elementary students (grades two - six) was 5.86 points compared with an average NCE gain for secondary students (grades seven - twelve) of 4.84 NCE points.
10. The average NCE posttest score for all students in mathematics was 36.65 points. This indicates that Arkansas Chapter 1 students are approximately 13.35 NCE points below the mathematics level of the average student in the United States. An NCE score of 50 is the average score.
11. The average gain made by all Chapter 1 students in mathematics was 1.13 points above the average gain made by Chapter 1 students in reading.

Tables 23 through 26 present an analysis of language arts achievement in Code 153 - Language Arts and 151 - Basic Skills projects.

TABLE 23: THE NCE GAIN MADE ON VARIOUS LANGUAGE ARTS TESTS BY CHAPTER 1 STUDENTS PARTICIPATING IN CODE 153 - LANGUAGE ARTS PROJECT

FALL - TO - SPRING TEST CYCLE

GRADE LEVEL	PARTICIPANTS	NUMBERS TAKING TEST	PRETEST NCE MEAN	POSTTEST NCE MEAN	MEAN NCE GAIN
2	45	45	29.13	37.89	8.76
3	36	34	33.62	36.42	2.80
4	23	20	24.25	22.55	-1.70
5	45	43	25.70	29.68	3.98
6	63	60	31.38	34.17	2.79
7	175	138	30.08	34.64	4.56
8	107	84	28.19	27.58	-.61
9	50	34	24.94	27.59	2.65
10	61	49	24.36	22.30	-2.06
11	51	38	24.37	26.13	1.76
12	43	29	21.36	23.23	1.87
TOTAL	699	574	27.03	29.29	2.26

NOTE: See footnote under Table 15 for a further explanation of why some students were not included in the analysis.

TABLE 24: THE NCE GAIN MADE ON VARIOUS LANGUAGE ARTS TESTS BY CHAPTER 1 STUDENTS PARTICIPATING IN CODE 153 - LANGUAGE ARTS PROJECT

SPRING - TO - SPRING TEST CYCLE

GRADE LEVEL	PARTICIPANTS	NUMBERS TAKING TEST	PRETEST NCE MEAN	POSTTEST NCE MEAN	MEAN NCE GAIN
2	7	6	53.00	28.00	-25.00
3	44	38	32.21	33.26	1.05
4	49	38	35.42	28.66	-6.76
5	30	27	25.70	32.56	6.86
6	96	75	29.12	27.79	-1.33
7	303	230	21.91	25.98	4.07
8	262	226	23.50	22.28	-1.22
9	250	209	23.57	23.50	-.07
10	278	196	24.56	29.09	4.53
11	240	165	27.25	26.20	-1.05
12	118	93	25.45	27.59	2.14
TOTAL	1,677	1,303	29.24	27.72	-1.52

NOTE: See Footnote under Table 15 for a further explanation of why some students were not included in the analysis.

TABLE 25: THE NCE GAIN MADE ON VARIOUS LANGUAGE ARTS TESTS BY CHAPTER 1 STUDENTS PARTICIPATING IN CODE 151 - BASIC SKILLS PROJECT - LANGUAGE ARTS

FALL - TO - SPRING TEST CYCLE

GRADE LEVEL	PARTICIPANTS	NUMBER TAKING TEST	PRETEST NCE MEAN	POSTTEST NCE MEAN	MEAN NCE GAIN
2	81	72	20.52	40.23	19.71
3	190	166	35.81	41.80	5.99
4	173	140	30.63	34.02	3.39
5	162	143	31.73	38.53	6.80
6	125	109	35.76	40.43	4.67
7	208	186	36.27	42.65	6.38
8	69	48	28.38	32.19	3.81
9	69	44	32.73	36.68	3.95
10	6	5	33.20	38.20	5.00
11	5	5	24.80	22.00	-2.80
12	3	3	10.30	3.00	-7.30
TOTAL	1,091	921	29.10	33.61	4.51

NOTE: Basic skills included reading, math, and language arts.

TABLE 26: THE NCE GAIN MADE ON VARIOUS LANGUAGE ARTS TESTS BY CHAPTER 1 STUDENTS PARTICIPATING IN CODE 151 - BASIC SKILLS PROJECT - LANGUAGE ARTS

SPRING - TO - SPRING TEST CYCLE

GRADE LEVEL	PARTICIPANTS	NUMBER TAKING TEST	PRETEST NCE MEAN	POSTTEST NCE MEAN	MEAN NCE GAIN
2	270	80	36.99	41.76	4.77
3	512	383	37.70	41.18	3.48
4	441	305	36.97	34.64	-2.33
5	385	276	31.06	37.22	6.16
6	305	211	35.49	36.12	.63
7	173	128	32.99	34.41	1.42
8	181	128	35.65	34.26	-1.39
9	77	47	32.29	33.44	1.15
10	15	13	24.77	36.92	12.15
11	6	4	36.00	38.00	2.00
12	4	3	21.67	14.33	-7.34
TOTAL	2,369	1,578	32.87	34.75	1.88

NOTE: Basic skills included reading, math, and language arts.

Findings on Language Arts Achievement

The following findings are noted from the previous tables summarizing the data on language arts achievement gain. Caution should be used in the interpretation of overall achievement gain for each project or for all projects. The most meaningful use and interpretation of NCE will be on a grade level basis.

1. The average NCE gain in language arts made by all students in the 153 project was .74 points.
2. The average NCE gain in language arts made by all students in the 151 project was 3.2 points.
3. The average NCE gain in language arts made by all students in all projects was 1.78 points.
4. A positive NCE gain was noted in language arts in only grades three, five, seven and twelve when scores for 153 - Language Arts projects were analyzed.
5. When test scores were analyzed for each project, a positive gain is noted for every grade level except for grades four, eight, eleven and twelve in 151 - Basic Skills.
6. When test scores were analyzed for all projects, the greatest gain was made by students in grade five and the least gain was made by students in grade twelve. Generally there was a decrease in the gain made as the grade level increased.
7. Improvement in language arts achievement seemed to be the greatest in the 151 - Basic Skills Language Arts project.
8. Generally speaking, the achievement gains are higher at the elementary level (grades two - six).
9. The average NCE posttest score for all students in language arts was 31.34 NCE points. This indicates that Arkansas Chapter 1 students are approximately 18.66 NCE points below the language arts level of the average students in the United States. An NCE score of 50 is the average score.
10. An analysis of the test scores in language arts indicate that the average gain made by Chapter 1 students was 2.70 NCE points below the average gain made by Chapter 1 students in reading and 1.57 NCE points below the average gain made by Chapter 1 students in mathematics.

NEGLECTED OR DELINQUENT AND ADULT CORRECTIONAL INSTITUTIONS

In Arkansas there are two separate units providing Chapter 1 services to neglected or delinquent students. These units are (1) the Division of Youth Services created by Arkansas Act 502 on July 1, 1977, and (2) the Arkansas Department of Correction School District established in January, 1973, by the Arkansas General Assembly.

Amendments to Title I, ESEA beginning with Public Law 89-750 and continuing through the Consolidation and Improvement Act of 1981 have provided for Chapter 1 programs to children in institutions, operated by state agencies for neglected or delinquent children and for children in state operated correctional institutions for adults.

Each state educational agency is required by Chapter 1 law to make an annual evaluation report stating the effectiveness of Chapter 1 programs under its jurisdiction. The purpose of this report is not only to meet the legal requirements, but to provide the Arkansas SEA with a review of its Chapter 1 state institution programs so that information can be available on which to make more effective decisions.

Table 27 presents information on the instructional level of students in all state institutional programs and of the students enrolled in Chapter 1 programs. The instructional level was determined through the use of standardized tests. A summary of the information in this table will follow.

TABLE 27: THE DISTRIBUTION OF NEGLECTED OR DELINQUENT STUDENTS IN ALL ARKANSAS STATE INSTITUTION PROGRAMS AND IN CHAPTER 1 PROGRAMS BY INSTRUCTIONAL LEVEL

INSTRUCTIONAL LEVEL	TOTAL NUMBER OF INSTITUTIONALIZED STUDENTS	PERCENT OF TOTAL INSTITUTIONALIZED POPULATION	NUMBER OF STUDENTS IN CHAPTER 1 PROGRAM	PERCENT OF TOTAL CHAPTER 1 POPULATION
Pre - K	0	0	0	0
K	7	.45	0	0
1	33	2.14	11	2.54
2	106	6.87	65	15.01
3	244	15.80	99	22.86
4	207	13.41	107	24.71
5	237	15.35	76	17.55
6	147	9.52	40	9.24
7	173	11.20	20	4.62
8	184	11.92	9	2.08
9	110	7.12	5	1.16
10	59	3.82	0	0
11	23	1.49	1	.23
12	14	.91	0	0
TOTAL	1,544	100.00	433	100.00

29

Summary:

63.54 percent of all students in State institutions have an elementary instructional level (Pre K-six).
91.92 percent of all students participating in Chapter 1 projects have an elementary instructional level (K-six).
30.25 percent of all students in State institutions have a junior high school instructional level (seven - nine).
7.85 percent of all students participating in Chapter 1 projects have a junior high school instructional level (seven - nine).
6.21 percent of all students in State institutions have a senior high school instructional level (ten - twelve).
.23 percent of all students participating in Chapter 1 projects havea senior high school instructional level (ten - twelve).

Table 28 presents information about the number of full time equivalent staff members involved in the Chapter 1 instructional projects in the State institutions.

TABLE 28: PROJECT PERSONNEL INVOLVED IN CHAPTER 1 PROJECTS IN STATE INSTITUTIONS FOR NEGLECTED OR DELINQUENT YOUTH

POSITION	DEPARTMENT OF CORRECTION SCHOOL	YOUTH SERVICES	TOTAL NUMBER PROJECT PERSONNEL
Coordinator	.75	-0-	.75
Basic Skills Teacher	-0-	5.22	5.22
Teacher Aide	2.25	2.00	4.25
Reading Teacher	3.00	-0-	3.00
Math Teacher	1.00	-0-	1.00
Adm. Clerk	----	1.00	1.00
TOTAL	7.00	8.22	15.22

No comprehensive evaluation of the State institutions Chapter 1 project is possible without considering the priorities demonstrated by an analysis of the expenditures made. Table 29 shows information on the amounts of money expended for Chapter 1 projects at the Department of Correction School District and the Youth Services Division. A summary of the information on this table will follow.

TABLE 29: AN ANALYSIS OF THE TOTAL DISTRIBUTION OF CHAPTER 1 EXPENDITURES FOR ALL STATE INSTITUTIONS, 1981-82

EXPENDITURE CATEGORY	AMOUNT	PERCENT
Instructional Services	$212,137.96	86.43
Indirect Cost	13,866.03	5.65
Administration	16,497.68	6.72
Planning and Evaluation	400.00	.16
Operating & Maintenance of Plant	2,339.59	.95
Improvement of Instruction	207.00	.09
TOTAL	$245,448.26	100.00

Summary:

93.15 percent of all Chapter 1 money spent by State institutions was spent on instructional services and administration.
86.43 percent of all money was spent for instructional services.

The achievement gains made on the reading tests are presented in Table 30. The gains were measured by nationally standardized reading tests. A summary of the information in this table follows.

TABLE 30: THE ACHIEVEMENT GAIN MADE BY STATE INSTITUTION CHAPTER 1 STUDENTS IN READING

INSTITUTION	NO.	AVERAGE GE PRETEST	AVERAGE GE POSTTEST	GE GAIN	AVERAGE NO. MONTHS IN PROGRAM
YOUTH SERVICES DIVISION					
Alexander	59	4.70	6.30	1.60	3.80
Pine Bluff	70	3.40	3.80	.40	5.20
SUBTOTAL	129	4.05	5.05	1.00	4.50
DEPT. OF CORRECTION					
Wrightsville	48	5.25	6.40	1.15	2.66
Cummins	50	3.35	4.65	1.30	3.80
Tucker	46	3.90	5.30	1.40	4.15
SUBTOTAL	144	4.17	5.45	1.28	3.54
TOTAL	273	4.11	5.25	1.14	4.02

Summary:

1. Students at the Youth Services - Alexander Unit made the largest achievement gain.
2. Approximately 48.61 percent of the students who participated in the Chapter 1 reading project were from the Youth Services Division - Pine Bluff Unit.
3. On the average, students were in the reading project 4.02 months.

Table 31 shows the achievement gains in mathematics made by Chapter 1 students as measured by nationally standardized math tests. A summary of the information in this table follows.

TABLE 31: THE ACHIEVEMENT GAIN MADE BY STATE INSTITUTION CHAPTER 1 STUDENTS IN MATHEMATICS

INSTITUTION	NO.	AVERAGE GE PRETEST	AVERAGE GE POSTTEST	GE GAIN	AVERAGE NO. MONTHS IN PROGRAM
YOUTH SERVICES DIVISION					
Alexander	66	3.60	4.90	1.30	3.60
Pine Bluff	23	6.60	6.80	.20	3.20
SUBTOTAL	89	5.10	5.85	.75	3.40
DEPT. OF CORRECTION					
Tucker	47	6.30	8.30	2.00	3.10
SUBTOTAL	47	6.30	8.30	2.00	3.10
TOTAL	136	5.70	7.08	1.38	3.25

Summary:

1. Students at the Youth Services - Alexander Unit made the largest achievement gain.
2. Approximately 48.53 percent of the students who participated in the Chapter 1 mathematics project were from the Youth Services Division - Alexander Unit.
3. On the average, students were in the mathematics project 3.25 months.